# MontCAS

## Montana Comprehensive Assessment System

# ELP Identification and the WiDA Access Placement Test (W-APT)

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2015 Assessment Conference

**ELP**

Montana
**Office of Public Instruction**
Denise Juneau, State Superintendent

opi.mt.gov

# Objectives

- Participants will be able to:
  - Describe the characteristics of English Language Learners (ELLs)
  - Describe the responsibilities of Districts to ELLs
  - Detail the identification process for ELLs
  - Administer the W-APT screening assessment
  - Interpret the results of the W-APT screening
  - Identify and interpret appropriate assessment data to support the identification of ELLs

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# Characteristics of English Language Learners

*Although students may be able to communicate socially and therefore, may give the impression of fluency to teachers and administrators, the development of academic language proficiency is a process that takes anywhere from 5-7 years depending on the support provided and individual student characteristics.*

# Montana observes the following federal definition of Limited English Proficiency:

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LIMITED ENGLISH PROFICIENT means an individual

1. who is between the ages of 3 and 21
2. who is enrolled or preparing to enroll in an elementary or secondary school;
   -AND-
3.
   (i.) who was not born in the United States or whose native language is a language other than English; or
   (ii.)
      (I.) who is an American Indian or Alaska Native, or a native of the outlying areas; and
      (II.) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
   (iii.) who is migratory, whose native language is a language other than English, and who comes fr
      an environment where a language other than English is dominant;
   -AND-
4. whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual –
   (i.) the ability to meet the State's proficient level of achievement on State assessments;
   (ii.) the ability to successfully achieve in classrooms where the language of instruction is English; or
   (iii.) the opportunity to participate fully in our society
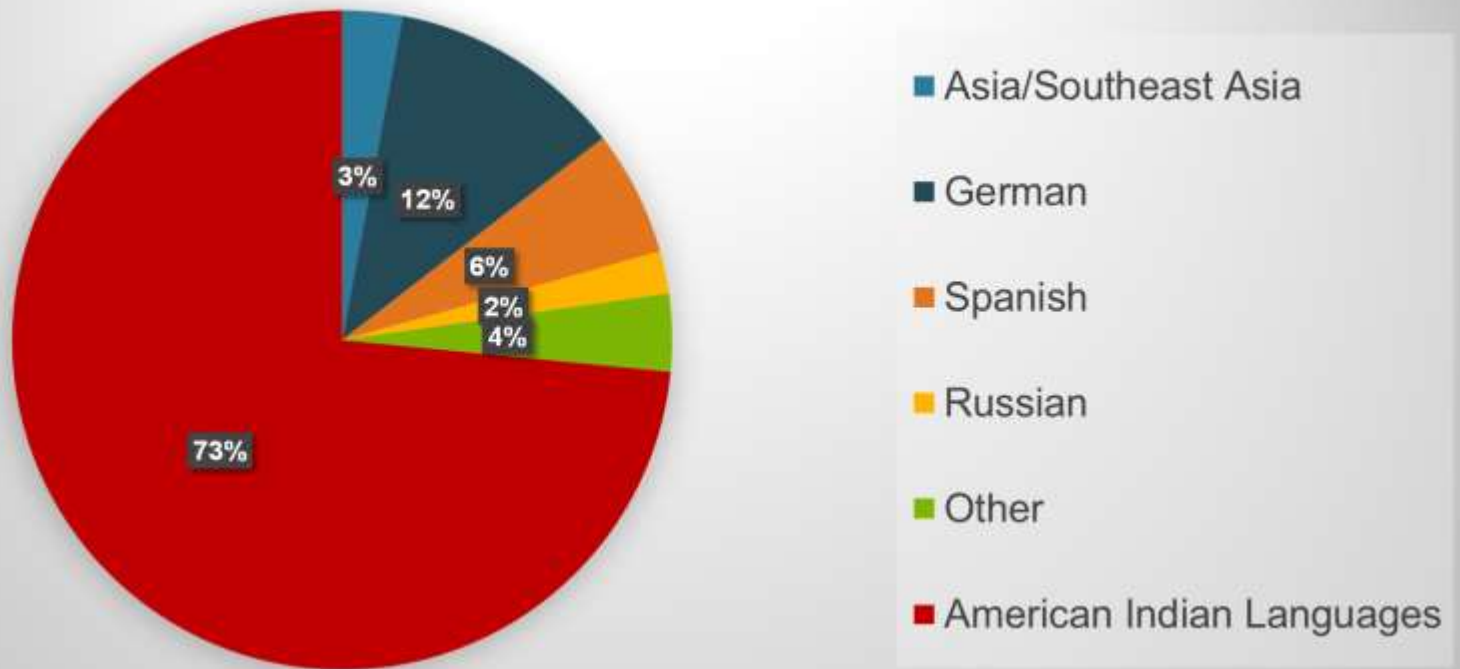   [Title IX, Sec. 901 (25)]



**Limited English Proficient**

Lack of English language proficiency **+** Negative impact on academic achievement **+** Not able to fully participate in society

# English Language Learners/ LEP students in Montana include:

- American Indian children who are impacted by the heritage language of their family and/or community such as Crow or Blackfeet

- Hutterite children who learn German as their first language

- American-born children of immigrants who learn their native language in the home from their parents or guardians

- Children who come to the United States with their parents or alone (as immigrants, as children of international professors and students at the university level, as migrant workers, as international exchange students and as refugees)

- Children who are adopted internationally by American parents*

# Montana's ELLs 2013-2014



Languages of Montana's English Language Learners

- Asia/Southeast Asia
- German
- Spanish
- Russian
- Other
- American Indian Languages

3%
12%
6%
2%
4%
73%

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# Responsibilities of School Districts

- Identify students who are eligible for language assistance
- Provide a program of instruction that has a reasonable chance of success
- Assess English proficiency annually
- notify parents of placement and progress

- The WHY:
  - Title VI of the Civil Rights Act of 1964
    - Prohibits discrimination on the based on race, color, or national origin.
  - Lau v. Nichols (1974)
    - US supreme court affirmed the Department of Education memorandum of May 25, 1970.
    - Directed schools to take steps to help LEP students overcome language barriers and to ensure that they can participate meaningfully in the district's educational programs.

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# Montana's ELL Guidance Document
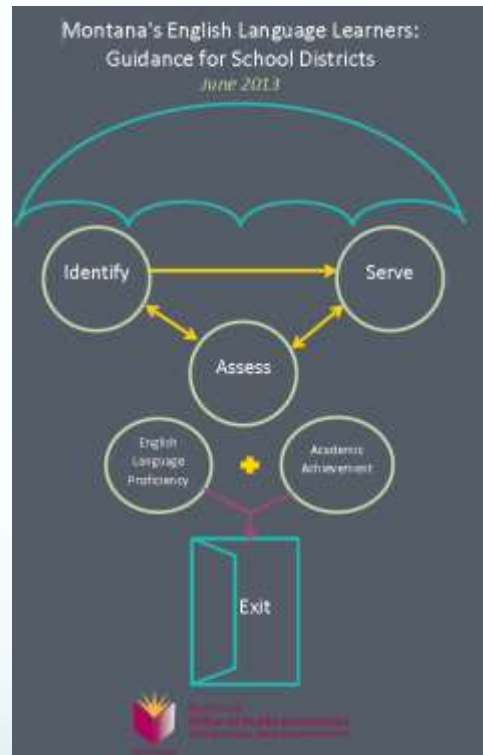


Complete document can be found here: http://www.opi.mt.gov/pdf/Bilingual/13_MT_ELL_Guidance.pdf

# Identification Review

# LEP Identification Review

**STEP ONE: PRE-SCREENING:**

The first step in the identification process is to gather data on languages spoken at home, for all students, at the time of enrollment. The most common way to gather this data is with a home language survey (appendices A and B). Appendix C is an example of a survey that can be conducted as an interview. Some districts simply include a section with questions on languages spoken at home as a part of an enrollment form.

# LEP Identification Review

**STEP 2: ENGLISH LANGUAGE PROFICIENCY (ELP) SCREENER**
The WIDA-ACCESS Placement Test (W-APT) (http://WIDA.us/assessment/w-apt/) screener is available to all districts at no cost; the Office of Public Instruction encourages its use based on the seamless continuity of English Language Development Standards and Proficiency Level Definitions from the W-APT to the ACCESS for ELLs. Students who fall below the minimum scores as defined by Montana's definition of *proficiency* may be eligible for ELL services.  All potential LEP students must be screened for placement through the use of the W-APT or another English language proficiency assessment.

*Ordering Identification Materials*
The W-APT test forms and administration manuals (PDF files) are available to all WIDA Consortium member states at no additional cost and are reproducible. System Test Coordinators and any staff that the STC designates can access the W-APT screener on the WIDA website: www.wida.us.  A WIDA account is required.

Questions about accessing screening materials or the WIDA website can be directed to: Yvonne Field, 406-444-0748, yfield@mt.gov.

# Things to Consider:

- **If** your district adopts the use of a Home Language Survey, it should be included as part of the enrollment process for <u>all students</u>. However, please keep in mind that having another language spoken in the home is not an automatic identification of a student as LEP/ELL.

- This is where the W-APT screener is necessary to determine their LEP level.
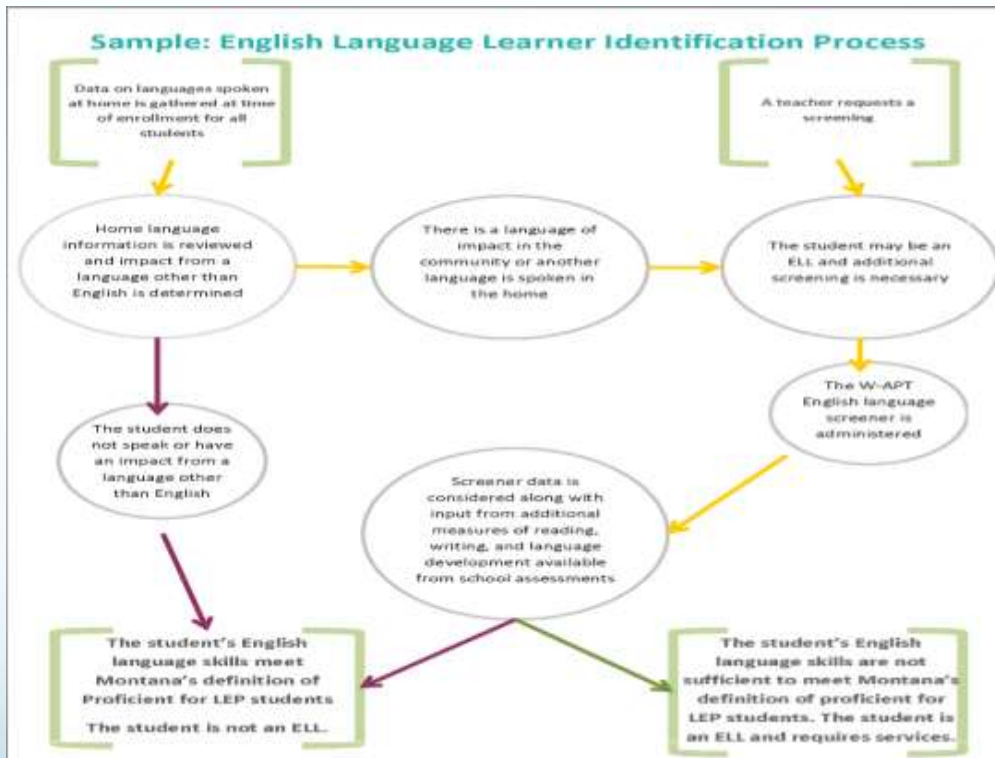
# More things to consider:

- **How does the district determine if a student who is an American Indian comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency?**

  - Even though a student may not speak the heritage language in the home, a student may have grown up in an environment in which **the syntax, rhetorical style and sociolinguistic patterns of the heritage language may have had a significant impact on the student's level of proficiency in Academic English.**

  - Language Observation Checklist Appendix C, page 24. **5 or more no answers** on the Characteristics section indicates need for **further screening with W-APT.**

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# LEP Identification Reminders

- Students new to the Montana Public School System need to be tested on the W-Apt screener within 14 days of arrival if the home language survey indicates a need.

- Students who have already been identified in AIM as LEP should receive an LEP designation and placement letter within the first 30 days of the beginning of the school year (example letter in the MT ELL Guidance document ).

- If they transfer from another Montana school, make sure they are marked correctly in AIM and also receive another placement letter (your program could be different than their previous school's LEP program).

- ALL LEP students should be marked in AIM (Infinite Campus) with primary home language or language of impact, LEP status and start date.

# ELL Identification Process Flow Chart



## Sample: English Language Learner Identification Process

Data on languages spoken at home is gathered at time of enrollment for all students

A teacher requests a screening.

Home language information is reviewed and impact from a language other than English is determined

There is a language of impact in the community or another language is spoken in the home

The student may be an ELL and additional screening is necessary

The student does not speak or have an impact from a language other than English

The W-APT English language screener is administered

Screener data is considered along with input from additional measures of reading, writing, and language development available from school assessments

The student's English language skills meet Montana's definition of Proficient for LEP students

The student is not an ELL.

The student's English language skills are not sufficient to meet Montana's definition of proficient for LEP students. The student is an ELL and requires services.

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# Administering the WIDA ACCESS Placement Test (W-APT)™ Grades 1-12

**Yvonne Field, Assessment Specialist**
**Assessment/Data Conference**
**January, 2015**

World-class Instructional Design and Assessment

DO NOT POST THESE MATERIALS TO PUBLIC WEBSITES OR FORUMS.

Contains secure and confidential information.

# Training Objectives

- To learn how to administer the WIDA ACCESS Placement Test (W-APT) (Speaking, Listening, Reading and Writing components) for Grades 1-12

- To learn how to use W-APT results to make ELL placement and/or service decisions

# Purposes of the W-APT

- To identify students who may be candidates for English as a second language (ESL) and/or bilingual services

- To determine the academic English language proficiency level of students new to a school or to the U.S. school system in order to establish appropriate levels and amounts of instructional services

- To accurately assign students identified as ELLs to one of the 3 tiers for ACCESS for ELLs® testing

- The W-APT is NOT used for program exit decisions!

# Background

- Aligned to WIDA ELD Standards

- 5 grade level cluster forms: K, 1-2, 3-5, 6-8, 9-12

- Results in scores from proficiency levels 1-6*

- Fully adaptive

- Individually administered

# How to Access the W-APT

- Free and downloadable from www.wida.us

    - System Test Coordinators are granted access through their personal log in

    - STCs can grant access to TAs in their district who will administer the W-APT.

- New for 2016- An online on demand screener will be available.

# WIDA Home Page



Login with your username and password on the WIDA home page

# Navigate to the W-APT Page

# Locate the W-APT Cluster in the Materials

# W-APT Training Resources

- Test Administration Manual

- Scored Student Writing Sample Booklet for use in scoring the Writing component

- Online ACCESS for ELLs Training course (Speaking Test sample sound files and quiz)

- W-APT Webinars

- Practice administering with a colleague

# W-APT Structure and Materials

# Grades 1-12:
# Which W-APT Test form to give?

- K: For students in 2nd semester Pre-K through 1st semester Gr. 1

- 1-2: For students in 2nd semester Gr. 1 through 1st semester Gr. 3

- 3-5: For students in 2nd semester Gr. 3 through 1st semester Gr. 6

- 6-8: For students in 2nd semester Gr. 6 through 1st semester Gr. 9

- 9-12: For students in 2nd semester Gr. 9 through 1st semester Gr. 12

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| K | 1-2 Test | | 3-5 Test | | | 6-8 Test | | | 9-12 Test | | |

# Administration Times & General Scoring

- Administration times vary according to students' level of proficiency

| Gr. 1-12 | Time to Administer | How to Score |
|---|---|---|
| Speaking | up to 15 minutes | **rubric** |
| Listening | up to 20 minutes | **answer key** |
| Reading | up to 20 minutes | **answer key** |
| Writing | up to 30 minutes | **rubric** |

# General Administration and Using the Scoring Sheet

- Set up:
  - Sit at right angle to student
  - Lay out papers

- Follow script exactly

- Administer and score simultaneously

- Follow guidelines for adaptivity (on scoring sheet)

# Test Administration:
# Speaking Grades 1-12

# Speaking Test Overview

- 2 Parts per form:

    - Social and Instructional & Language (3 tasks)

    - Language of Language Arts/Language of Social Studies (5 tasks)

- The maximum number of tasks that can be administered is 8.

- Scored using the WIDA Speaking Rubric

# Rules for Standardizing the Speaking Test

- Read each item only once (barring interruptions or if the student asks for a question to be repeated).

- Administer the test in English only.

- Never write out parts of the test that are scripted as spoken items.

- Master use of the speaking rubric and practice scoring sound samples from the training course at www.wida.us.

## Speaking Rubric of the WIDA™ Consortium

| Task Level | Linguistic Complexity | Vocabulary Usage | Language Control |
|---|---|---|---|
| **1 Entering** | Single words, set phrases or chunks of memorized oral language | Highest frequency vocabulary from school setting and content areas | When using memorized language, is generally comprehensible; communication may be significantly impeded when going beyond the highly familiar |
| **2 Emerging** | Phrases, short oral sentences | General language related to the content area; groping for vocabulary when going beyond the highly familiar is evident | When using simple discourse, is generally comprehensible and fluent; communication may be impeded by groping for language structures or by phonological, syntactic or semantic errors when going beyond phrases and short, simple sentences |
| **3 Developing** | Simple and expanded oral sentences; responses show emerging complexity used to add detail | General and some specific language related to the content area; may grope for needed vocabulary at times | When communicating in sentences, is generally comprehensible and fluent; communication may from time to time be impeded by groping for language structures or by phonological, syntactic or semantic errors, especially when attempting more complex oral discourse |
| **4 Expanding** | A variety of oral sentence lengths of varying linguistic complexity; responses show emerging cohesion used to provide detail and clarity | Specific and some technical language related to the content area; groping for needed vocabulary may be occasionally evident | At all times generally comprehensible and fluent, though phonological, syntactic or semantic errors that don't impede the overall meaning of the communication may appear at times; such errors may reflect first language interference |
| **5 Bridging** | A variety of sentence lengths of varying linguistic complexity in extended oral discourse; responses show cohesion and organization used to support main ideas | Technical language related to the content area; facility with needed vocabulary is evident | Approaching comparability to that of English proficient peers in terms of comprehensibility and fluency; errors don't impede communication and may be typical of those an English proficient peer might make |

# Speaking Rubric

# How to Use the Rubric

- Look at the proficiency level for the task being administered.

- Examine the expectations for each task level.

- Determine whether student's response meets *all* of the stated expectations for that task level.

- Do not score for content accuracy, but for the level of *language* expected at that task level.

# Using the Rubric: Possible Ratings

- *Exceeds expectations*—Goes beyond Task Level Expectations in quantity and/or quality

- *Meets expectations*—(expected score) Fulfills Task Level Expectations in quantity and quality

- *?*—Administrator is unclear whether task response *Approaches* or *Meets expectations*

- *Approaches expectations*—Comes close to Task Level Expectations, but falls short in quantity and/or quality

- *No response*—No response; response incomprehensible; response in native language; student unable to understand task directions

- *Not administered*—Item was not administered to student

# Adaptivity:
# Rules for Advancement

**Part A**

**Part B**



**IN PART A**

If score on task is ?, Meets, or Exceeds, go to next level task.

If score on task is Approaches or No Response, go to Task 1 of Part B.

**IN PART B**

If score on task is ?, Meets, or Exceeds, go to next level task.

If score on task is Approaches or No Response, go to Listening Test.

**Any Task following one marked *Approaches* (within a Part) should be marked *Not Administered.***
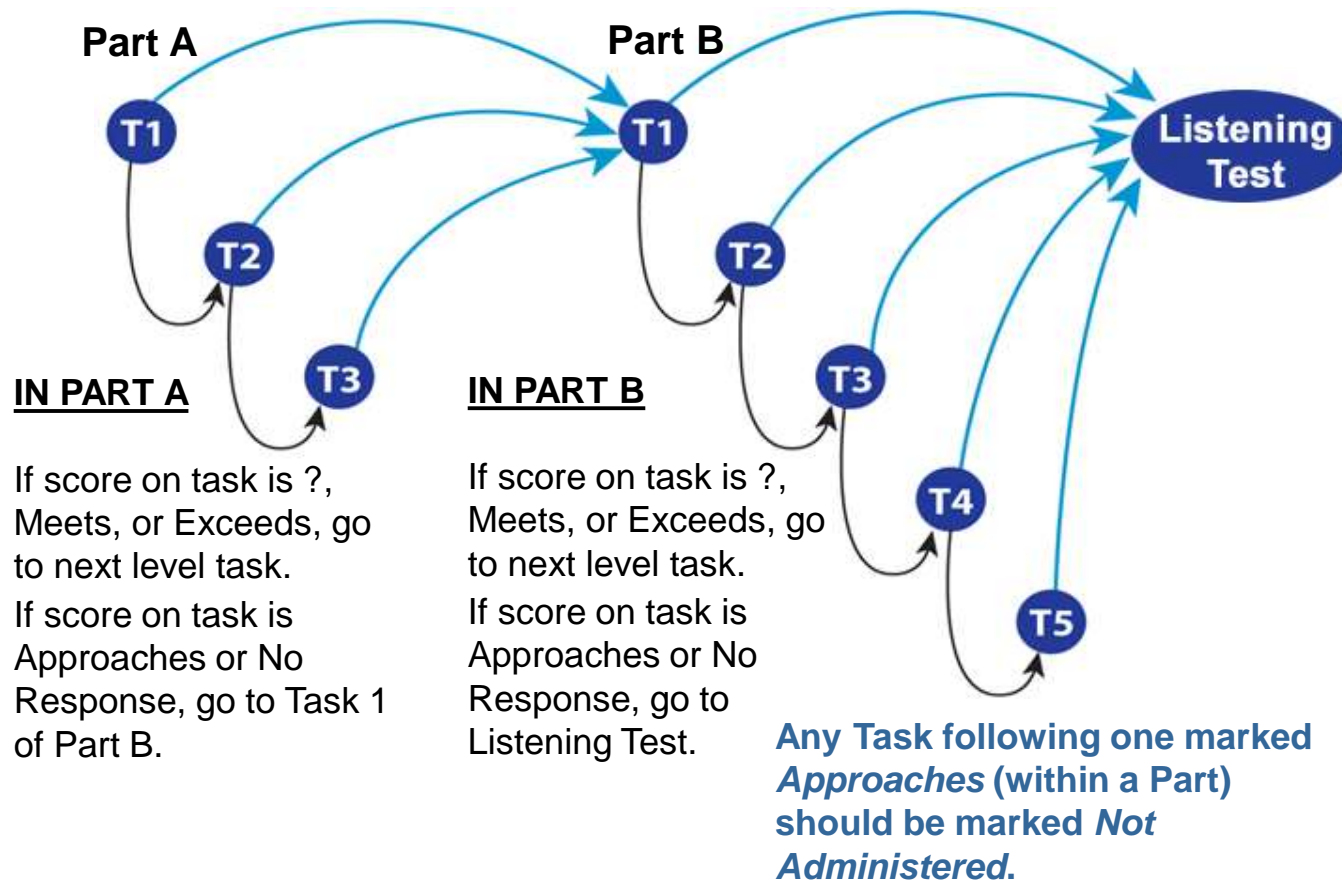
# Recording Speaking Scores

- Mark X for score for each task (T1, T2, etc.)
- Count number of X on Exceeds and Meets

| SPEAKING TEST | Exceeds | Meets | ? | Approaches | No Response | Not Administered |
|---|---|---|---|---|---|---|
| **Part A** | | | | | | |
| T1 | ☐ | X | ☐ | ☐ | ☐ | ☐ |
| T2 | ☐ | X | ☐ | ☐ | ☐ | ☐ |
| T3 | ☐ | X | ☐ | ☐ | ☐ | ☐ |
| **Part B** | | | | | | |
| T1 | ☐ | X | ☐ | ☐ | ☐ | ☐ |
| T2 | ☐ | X | ☐ | ☐ | ☐ | ☐ |
| T3 | ☐ | X | ☐ | ☐ | ☐ | ☐ |
| T4 | ☐ | ☐ | ☐ | X | ☐ | ☐ |
| T5 | ☐ | ☐ | ☐ | ☐ | ☐ | X |

# Recording Speaking Proficiency Level

**Raw Score Conversion Table**

| If Total Number of Boxes Marked "Exceeds" or "Meets" is: | Then Speaking PL is: |
|---|---|
| 8 | 6 |
| 7 | 5 |
| 6 | 4 |
| 5 | 3 |
| 3–4 | 2 |
| 0–2 | 1 |
| **SPEAKING PL** *Determine from table above* | |

*Enter Speaking PL in Composite Proficiency Level Table on Page 2 of this Scoring Sheet*

Use raw score conversion table on Scoring Sheet to determine Proficiency Level

Enter Speaking PL in composite proficiency level Table on Page 2 of Scoring Sheet

**Composite Proficiency Levels (CPLs)**

| LITERACY | | ORAL | | OVERALL | |
|---|---|---|---|---|---|
| Reading PL _____ × .5 | | Speaking PL _____ × .5 | | Literacy CPL _____ × .7 | |
| Writing PL _____ × .5 | | Listening PL _____ × .5 | | Oral CPL _____ × .3 | |
| Literacy CPL | | Oral CPL | | Overall CPL | |

**Adjusted CPLs (adjusted for grade level)**

| Adjusted Literacy CPL *See p. 3* | | Adjusted Oral CPL *See p. 3* | | Adjusted Overall CPL *See p. 3* | |
|---|---|---|---|---|---|

### T1

*First let's talk about school assignments.*

*This is a picture of Roberto. He is making a poster. The poster is for a book report. Now I am going to ask you some questions about this picture.*
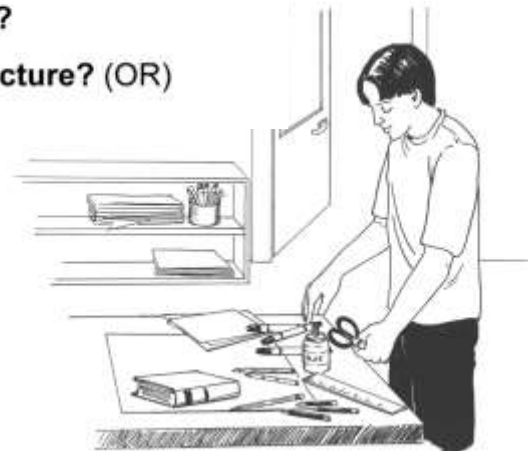
**Q1:** (POINT TO THE STUDENT) **Who is this?**

**Q2:** (POINT TO THE SCISSORS) **What are these?**

**Q3:** (POINT TO THE RULER) **What is this?**

**Q4:** (POINT TO THE ENTIRE PICTURE) **What is Roberto doing?**

**Q5:** (If necessary) **What other things do you see in the picture?** (OR)
**What else do you see in this picture?**

## T2

Now, let's look at the next set of pictures.

These pictures show how Roberto completes the poster for his book report assignment.

First, he draws a picture from the book he has read and adds it to the poster.

Then he writes a paragraph about the book and adds it to the poster.

Finally, he checks the poster to see if anything needs to be changed before he presents his book report to the class.

Do you have any questions about these pictures? (PAUSE.)

Now I am going to ask you some questions about them.

Q1: (POINT TO PICTURE 1) **What is Roberto doing here?**

Q2: (POINT TO PICTURE 2) **What is he doing here?**

Q3: (POINT TO PICTURE 3) **What is he doing here?**

## T3

Now I want you to pretend that you are in Roberto's class and have to do the same assignment.

Now tell me what you need to do.

# Practice in Scoring Speaking Tests

- Study the speaking rubric thoroughly

- Listen to speaking test samples available on the ACCESS for ELLs Test Administrator Training Course on the WIDA website

- Score the samples on a practice Scoring Sheet

- Read the rationales for the samples and compare with your score

- Refine your scoring to conform with the samples

# Test Administration:
# Listening and Reading
# Grades 1-12

# Listening and Reading Tests

- Multiple choice

- Scripted:
  - Do not read theme, question or response choices *unless scripted*

- For Reading:
  - Student reads to him/herself and points to answer

- Compare student's response with key on Scoring Sheet, mark 1 or 0

# How to Read the Scripts

Directions are bold and italicized

*Now you are going to take a Reading Test. Some questions might be easy for you and others might be hard. It is important that you do the best you can.*

TURN OVER PAGES 26 AND 27 AND POSITION THEM SIDE BY SIDE FACING THE STUDENT.

**Practice** (Pages 26-27)

*We will do some practice questions together first.*

***This page says "Practice." Read along with me silently while I read aloud.*** Make sure student can read on the test page while you read the script.

**Look at the big picture of a park. This will help you to understand the questions. There are many things in the park. There are also many people in the park.** PAUSE.

*Now find Letter A.* IF NECESSARY, SHOW STUDENT LETTER A ON PAGE 26.

**Look at the sentence. What does it say?**

ALLOW TIME FOR STUDENT RESPONSE, OR SAY: **It says, "Where is the boy?"**

The item itself is bold

***Now look at the three small pictures. Point to the picture that answers the question.*** IF NECESSARY, SHOW THE STUDENT THAT THE FIRST OPTION IS THE CORRECT ANSWER. ***Good.***

**Look at the top of the next page.**

***Find Letter B and look at the picture. The picture shows a bag. Now read the question. What does it say?***

Allow time for student response, or say: ***The question says, "What rhymes with***

# Organization of Test Items (L & R)

| Proficiency Level | Increasing Difficulty of Theme Folders (Parts) |
|---|---|
| 5 | Folder A   Folder B   Folder C   Folder D   Folder E |
| 4 | |
| 3 | |
| 2 | |
| 1 | |

# Adaptivity of Listening and Reading Tests

- After completing a Part, tally total correct for that theme folder.
- Follow criterion for advancement to decide next step.

| Listening | | | | |
|---|---|---|---|---|
| Part | # | Key | Score (1 or 0) | Criterion for Advancement |
| A | 1 | A | | If 2 or more correct, continue with Part B, otherwise skip to Reading, Part A. |
| | 2 | B | | |
| | 3 | C | | |
| | Total for Part A | | | |
| B | 4 | C | | If 3 or more correct, continue with Part C, otherwise skip to Reading, Part A. |
| | 5 | B | | |
| | 6 | C | | |
| | 7 | A | | |
| | Total for Part B | | | |
| C | 8 | A | | If 2 or more correct, continue with Part D, otherwise skip to Reading, Part A. |
| | 9 | C | | |
| | 10 | B | | |
| | Total for Part C | | | |

WiDA
CONSORTIUM

Add up all the correct answers and put the total in here

Use the raw score conversion table to convert the total into a Proficiency Level – or use the W-APT Score Calculator online!

| | C | 9 | B | | continue with Part D, otherwise skip to Writing Test. |
|---|---|---|---|---|---|
| | | Total for Part C | | | |
| | | 10 | C | | If 2 or more correct, continue with Part E, otherwise skip to Writing Test. |
| | D | 11 | A | | |
| | | 12 | A | | |
| | | Total for | | | |

D, otherwise skip to Reading, Part A.

If 2 or more correct, continue with Part E, otherwise skip to Reading, Part A.

**Raw Score Conversion Table**

| If Total is: | Then PL is: |
|---|---|
| 0 - 7 | 1 |
| 8 - 9 | 2 |
| 10 - 11 | 3 |
| 12 | 4 |
| 13 - 14 | 5 |

| E | 16 | | |
|---|---|---|---|
| Total for Part E | | | |
| TOTAL FOR LISTENING | | | |
| LISTENING PL Determine from table | | | |

| E | | | |
|---|---|---|---|
| TOTAL FO | | | |

**Composite Proficiency Level**

| LITERACY | | ORAL | | | |
|---|---|---|---|---|---|
| Reading PL _____ × .5 | | Speaking PL _____ × .5 | | Literacy CPL _____ × .7 | |
| Writing PL _____ × .5 | | Listening PL _____ × .5 | | Oral CPL _____ × .3 | |
| Literacy CPL | | Oral CPL | | Overall CPL | |

**Adjusted CPLs (adjusted for grade level)**

| Adjusted Literacy CPL See p. 3 | | Adjusted Oral CPL See p. 3 | | Adjusted Overall CPL See p. 3 | |
|---|---|---|---|---|---|

WIDA CONSORTIUM



Theme graphic

Test item

# 3–5 Listening Theme Folder
# Part C: Place Value

**Student Hears**                                                 **Student Sees**

Number 8.

*Take a moment now to read the answer choices.* PAUSE.

*Now listen to Number 8.*

A decimal point looks like a period. Meng's teacher tells the students that if there is a zero or no numbers to the left of the decimal point, the number is less than one.

Which number is less than one?

| **8** | .568 | 1.206 | 85.00 | 456 |
|---|---|---|---|---|
| | (A) | (B) | (C) | (D) |

Number 9.

*Take a moment now to read the answer choices.* PAUSE.

*Now listen to Number 9.*

Meng's teacher says that the more numbers there are to the left of the decimal point, the bigger the number is.

Which number is the greatest?

| **9** | 12.859 | 1.2859 | 128.59 | 1285.9 |
|---|---|---|---|---|
| | (A) | (B) | (C) | (D) |

*Look at the top of the next page.*

Number 10.

*Take a moment now to read the answer choices.* PAUSE AND HAND NOTE PAPER AND A PENCIL TO STUDENT.

*Listen carefully. This is long. You may take notes.*

*Now listen to Number 10.*

Meng has learned how to change place value. If a number is multiplied by 10, she moves the decimal to the right one place. Meng's teacher writes the number "3.25" on the board. If the number is multiplied by 10, the answer is 32.5.
If 4.32 is multiplied by ten, what is the answer?

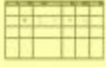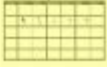| **10** | Space for notes. | | | |
|---|---|---|---|---|
| | 432 | .432 | 43.2 | 4.32 |
| | (A) | (B) | (C) | (D) |

# 1–2 Reading Theme Folder (with Sample Item)



Part B: Show Your School Spirit!

Here is a chart about "Spirit Week" at Brown School.

**Spirit Week at Brown School**

Bring something special to school every day!

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|
| Pajama Day | Crazy Hat Day | Stuffed Animal Day | Backwards Day | School Colors Day |

**S** In what month is Spirit Week?

| February (A) | March (B) | April (C) |
|---|---|---|

**4** What should you wear on Tuesday?

| A funny hat (A) | School colors (B) | Pajamas (C) |
|---|---|---|

**5** What can you bring to school on Wednesday?

| Your bicycle (A) | Your teddy bear (B) | Your favorite food (C) |
|---|---|---|

**6** What should you wear on Monday?

| Funny clothes (A) | Bright clothes (B) | Clothes you sleep in (C) |
|---|---|---|

## Part D: Ants at Work

Ants have to work together to get their work done. These ants are bringing bread crumbs into their home for the winter.

Busy Ants at Work

**10** There are 7 bread crumbs in the anthill and 5 more outside. How many bread crumbs are there all together?

Which math sentence shows this?

| 7 - 5 = 2 | 12 + 5 = 17 | 7 + 5 = 12 |
|-----------|-------------|------------|
| (A) | (B) | (C) |

**11** Five ants were climbing up the hill. Four ants went inside the hill. How many are left outside?

Which math sentence shows this?

| 5 - 4 = 1 | 5 + 4 = 9 | 9 - 4 = 5 |
|-----------|-----------|-----------|
| (A) | (B) | (C) |

**12** Six ants were at the bottom of the hill and three more ants came to join them. After they were all together, four more ants came. How many ants were there in all?

Which math sentences show this?

| 6 + 3 = 9 | 9 + 3 = 12 | 6 + 4 = 10 |
| 9 + 4 = 13 | 12 + 4 = 16 | 10 - 4 = 6 |
|-----------|-------------|-------------|
| (A) | (B) | (C) |

# Test Administration: Writing
## Grades 1-12

# Writing Test

- Up to 30 minutes

- Student writes in separate Student Writing Booklet

- 2 tasks per form:

  - **Part A, Social and Instructional Language**

  - **Part B, Language of Mathematics**

- Administer Part A and/or Part B based on S, L, and R scores

- Score using the WIDA Writing Rubric

- Enter score on scoring sheet

| WRITING TEST <br> (If both tasks were administered, enter the higher of the two scores. The minimum PL score is 1. Consult Test Administration Manual and Writing Samples for scoring details.) | PL SCORE | Enter Writing PL in Composite Table on Page 2 of this Scoring Sheet |
| --- | --- | --- |
| | | |

# Writing Rubric



Writing Rubric of the WIDA™ Consortium*
Grades 1-12

| Level | Linguistic Complexity | Vocabulary Usage | Language Control |
|-------|----------------------|------------------|------------------|
| **6 Reaching*** | A variety of sentence lengths of varying linguistic complexity in a single tightly organized paragraph or in well-organized extended text; tight cohesion and organization | Consistent use of just the right word in just the right place; precise Vocabulary Usage in general, specific or technical language. | Has reached comparability to that of English proficient peers functioning at the "proficient" level in state-wide assessments. |
| **5 Bridging** | A variety of sentence lengths of varying linguistic complexity in a single organized paragraph or in extended text; cohesion and organization | Usage of technical language related to the content area; evident facility with needed vocabulary. | Approaching comparability to that of English proficient peers; errors don't impede comprehensibility. |
| **4 Expanding** | A variety of sentence lengths of varying linguistic complexity; emerging cohesion used to provide detail and clarity. | Usage of specific and some technical language related to the content area; lack of needed vocabulary may be occasionally evident. | Generally comprehensible at all times, errors don't impede the overall meaning; such errors may reflect first language interference. |
| **3 Developing** | Simple and expanded sentences that show emerging complexity used to provide detail. | Usage of general and some specific language related to the content area; lack of needed vocabulary may be evident. | Generally comprehensible when writing in sentences; comprehensibility may from time to time be impeded by errors when attempting to produce more complex text. |
| **2 Emerging** | Phrases and short sentences; varying amount of text may be copied or adapted; some attempt at organization may be evidenced. | Usage of general language related to the content area; lack of vocabulary may be evident. | Generally comprehensible when text is adapted from model or source text, or when original text is limited to simple text; comprehensibility may be often impeded by errors. |
| **1 Entering** | Single words, set phrases or chunks of simple language; varying amounts of text may be copied or adapted; adapted text contains original language. | Usage of highest frequency vocabulary from school setting and content areas. | Generally comprehensible when text is copied or adapted from model or source text; comprehensibility may be significantly impeded in original text. |

# 9-12 Writing Task, Part A: Social and Instructional Language

**Part A: A Special Event**

Emily planned a party for her friends to meet her cousin, Adriana. The party will be at Emily's house on Friday.

Emily then wrote a note to her friend to invite her to the party.

Dear Jan:

My cousin Adriana is visiting from Colombia. I'd like you to meet her. Can you come to a small party for her at my house? It will be this Friday at 7:00 pm. You will enjoy meeting Adriana. I hope you can come. Let me know.

Your friend,

Emily

**Now it's your turn to write!**

Think about some special events in your life or at your school. Choose one to write about. The pictures show some examples.

① Plan your special event here.

Name of Event _____

Who to Invite _____

When _____

Where _____

Other information _____

② Write a note to invite a friend to this event. Write at least four sentences.

_____

_____

_____

_____

_____

_____

_____

**Part B: Explaining Math Answers: Percentages**

Cathy learned the following formula about percentages.

$$\text{Percentage} = \frac{\text{Part}}{\text{Total}} \times 100$$

Cathy's teacher then gave her the following problem.

Suppose you took a math test that had 20 problems on it. You got 18 correct. What percentage of correct answers did you get?

Here are Cathy's calculations.

$$\text{Percentage} = \frac{\text{Part}}{\text{Total}} \times 100$$

$$\text{Percentage} = \frac{18}{20} \times 100$$

$$\text{Percentage} = .9 \times 100$$

$$\text{Percentage} = 90\%$$

**Now it's your turn to write!**

Cathy's teacher added another part to the problem. Read the new problem.

Your friend Sam is in a different math class. Sam tells you that he got 20 questions correct on his math test. He also tells you that he got 80%. How many questions were on Sam's test?

Here are Cathy's calculations.

$$\text{Percentage} = \frac{\text{Part}}{\text{Total}} \times 100$$

$$80 = \frac{20}{\text{Total}} \times 100$$

$$80 \times \text{Total} = 20 \times 100$$

$$80 \times \text{Total} = 2000$$

$$\text{Total} = \frac{2000}{80}$$

$$\text{Total} = 25$$

Write a paragraph clearly explaining how Cathy solved the problem. You can pretend you are Cathy and write your paragraph using "I" instead of she.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

# Grades 1-2
# Writing Samples

**Write all about you.**

❶ My name is *Celia*

❷ I have a *fish*

❸ I like to *DO Pate*

**Write about your favorite animals.**

My favorite animals are:

❶ *Pecole*

❷ *Rabitte*

❸ *Pecan*

**Rationale:**

▪ This student can write legible English words, thus meriting a score of 1.

Write all about you.

❶ My name is *Cha Kong.*

❷ I have *black hair.*

❸ I like to *ride my bike becaues it fun.*

Write about your favorite animals.

My favorite animals are:

❶ *puppy*

❷ *cub*

❸ *panda*

**Rationale:**

- This student is not only capable of writing legible English words, but he can also write in sentences, (*I like to) ride my bike because it fun,* thus meriting a score of 2.
- The second part further shows the student's ability to write more complex words, such as *cub* instead of "bear", and *puppy* instead of "dog".
- The writing is generally comprehensible, although it has syntactic and mechanical errors (e.g. *because it fun).*

The teacher had tow apples
The student gave him one
more apple. now how many
is there. there. is five now.

**Rationale:**
- The writing displays successful sentences. Although there are no expanded sentences, the fluency of the text and the correct use of the words such as *more* and *now* show emerging complexity, characteristic of a score of 3.
- Most of the words from the word box are used and they are used correctly.
- The writing is comprehensible.

> Mr. Gill has tow apples. I give him 1 more apple. Whould my teacher have more. Or whould my teacher have lessapples than lste time. I thike he will have more. IS my answer with.
>
> more.

**Rationale:**

- A variety of sentence lengths of varying Linguistic Complexity is evident in the writing. There is also emerging cohesion with the explanation of the situation *(Mr. Gill has tow apples. I give him 1 more apple.),* presentation of the problem (*Would my teacher have more…than lste time),* and the solution (*I think he will.)* Emerging cohesion is characteristic of a score of 4.
- Specific language is used (e.g., would, than).
- The writing is comprehensible.

Mr.Gill has two apples. A student gives him one more. She goes back to her desk. Mr.gill says thankyou. how many does he have now? Three.

**Rationale:**

- The writing presents a variety of sentence lengths of varying Linguistic Complexity in an organized paragraph. The organization and the variety of sentence lengths are characteristic of a score of 5.

- Although there is no technical language used, the writer displays the ability to use the right words in the right places.

- The writing is approaching comparability to that of English proficient peers.

# Grades 3-5
# Writing Samples

**Rationale:**

- The writing merits a score of 3 due to the emerging complexity of the sentences. Phrases such as I have to and the use of If…then…are successful.

- Attempts have been made to use general and more specific language, such as *bad words, copy, fight, trouble, and detention.*

- It is generally comprehensible.

Write

Complete the sentences with important school rules.

**My School's Rules**

1. Do not *pley in the bedroom.*
2. Always *Puye onteshon of the teachek*
3. Respect *The techer.*
4. *No run and the room.*
5. *No tock in the room.*
6. *No Play in the Schol*

Write

Write three more important school rules.

Write

What do you do if you are late to school? Answer this question with three to five sentences.

*Your a ne to come 8:30 a You. are You. No come to enter You a estate tner. o You No come te school whit Go For you. You a sick no come to you. if No want twith Eo For you o your No come and set are you man see; I don Eou to school I givin ditesho.*

**Rationale:**

- Although there are attempts at producing sentences, they are not successful, thus meriting a score of 1.
- There is specific vocabulary such as sick and enter, but it is isolated within unsuccessful attempts at producing sentences. Comprehension is impeded throughout the text.
- The writing is repetitive and generally incomprehensible as a result of many syntactic and semantic errors.

> Now write a paragraph of at least 6 sentences describing how Martha solved her problem.
>
> Martha can solve her problem by measure. If she can't find out which one is the right one then just compare them together. If she still can't find the right one then Martha could pick one that she thinks is good for all her fish. On number four tank number one is the one that is in the lead. She is probably buying tank number one because she thinks it is the largest.

**Rationale:**

- There are simple and expanded sentences that show emerging complexity in the writing (e.g., *If she can't find out which one is the right one, then just compare them. She is probably buying tank number one because she thinks it is the largest.*)

- General and some specific language is used (e.g., *measure, compare, in the lead).*

- The writing is generally comprehensible.

First Martha made a graph. Next, she measured each tanks heigth, langth, and width. Then she recorded the information onto her graph. Then she used a formula (langth·height·width=volume) to determn the volume. After that, she recorded it onto her graph and found the tank with the laget volume, Thats how Martha solved her problem.

**Rationale:**

- As required for 5, the writing has a variety of sentence lengths of varying Linguistic Complexity in an organized paragraph. It has a conclusion sentence *(That's how Martha solved her problem.)*

- Technical language is used (e.g., *graph, record, information, formula, determine).*

- The writing is approaching comparability to that of English proficient peers; errors don't impede comprehensibility.

# Grades 6-8
# Writing Samples

> **Write**
>
> Write at least 8 sentences comparing the two methods. State advantages and disadvantages for each. Explain which one you think will be more accurate.
>
> His apronch would get nim the answer but it will take to long. Camilas would tak a short time. So camilas Idea is pertekt simple easy.

## Rationale:

- The writing has short sentences, characteristic of Level 2.
- General language is used (e.g., perfect, simple).
- The simple text in the writing is generally comprehensible.

**Write**

Write at least 8 sentences comparing the two methods. State advantages and disadvantages for each. Explain which one you think will be more accurate.



**Rationale:**

- As required for 5, the writing displays a well-organized paragraph with introduction (*I think that the more accurate approach would be Camila's way, even if it takes you more time.*) There is a variety of sentence lengths of varying Linguistic Complexity.

- Technical language is used (e.g., *accurate, complicated*). The Writer shows evident facility with needed vocabulary (e.g., pile, in [on] top of the other')

- The writing is approaching comparability to that of English proficient peers.

> Write at least 8 sentences comparing the two methods. State advantages and disadvantages for each. Explain which one you think will be more accurate.

> If I were at this fair the most likely approach I would use, would be Camila's approach. I decided to use this approach because instead of counting the jelly beans Camila used weight and I find that way to be more accurate. Ali's approach had many flaws because there are serval jelly beans in the middle that he did not count unlike Camila. It also may be hard for him to decided where the layers lie because not every jelly bean is in a perfect row. Camila's approach is much more scientific and I predict that Camila would guess the right amount of jelly beans.

**Rationale:**

- As required for a PL 6, the writing has a variety of sentence lengths of varying Linguistic Complexity in a single tightly organized paragraph.

- The writer demonstrates the ability to consistently use just the right word in just the right place (e.g. most likely, flaw, scientific, predict).

- The writer has reached comparability to that of English proficient peers functioning at the "proficient" level in state-wide assessments.

**Grades 9-12**

**Writing Samples**

**Rationale:**

- Most of the text is copied from the model, a feature characteristic of Level 1.

- Original text is limited to simple words or phrases, such as "whiachi the muvis" (for 'watch the movies') and Mexico. The text does not demonstrate the ability to write full sentences, which would be required to merit a score of 2.

- Syntactic errors in the text impede comprehensibility.

**Rationale:**

- Characteristic of a score of 3. The writing demonstrates emerging complexity used to provide detail, as seen in the first sentence, I'm writing you because my Friend and I will have a party next Monday. However, ...esion and clarity when referring to the need for more money. For that reason, it does not merit a score of 4.
- The text includes some content-specific vocabulary, such as celebrate and Birthday. The writing would need to include more technical vocabulary in order to merit a score of 4.
- Errors do not impede comprehensibility.

Write a paragraph clearly explaining how Cathy solved the problem. You can pretend you are Cathy and write your paragraph using "I" instead of she.

**Rationale:**

- The writing has a variety of sentence lengths of varying Linguistic Complexity in a tightly organized paragraph, thus meriting a score of 6.

- The writer demonstrates a consistent use of just the right work in just the right place.

- The writing has reached comparability to that of English proficient peers functioning at the "proficient" level in state-wide assessments, as required for a Score of 6.

# Completing the Scoring Sheet and Interpreting Scores

# W-APT Score Calculator



**W-APT Score Calculator**

Student's Current Grade  3

Reset Form

Cluster: 3-5

**3-5 Test Results**

1. **Speaking Test**
   Total Number of Boxes Marked "Exceeds" or "Meets"   0

2. **Writing Test**
   Writing Test Proficiency Level (PL)   1

3. **Listening Test**
   Number of Correct Answers   0

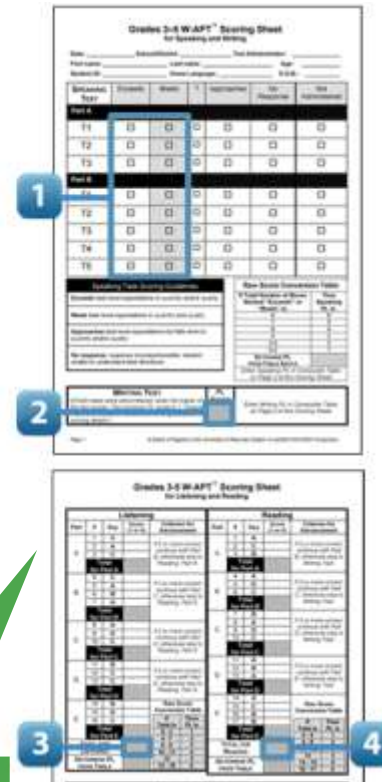4. **Reading Test**
   Number of Correct Answers   0

Calculate

*Choose The student's grade*

*(If necessary) Choose the grade cluster test form administered\**

*Prompts you to enter the raw scores (except for Writing which is assigned a Proficiency Level)*

*Includes score sheet diagram for reference*

**Note: The W-APT Score Calculator does not require a login.**

# W-APT Score Information

Raw scores - indicates the actual number of items or tasks to which the student responded correctly out of the total number of items or tasks

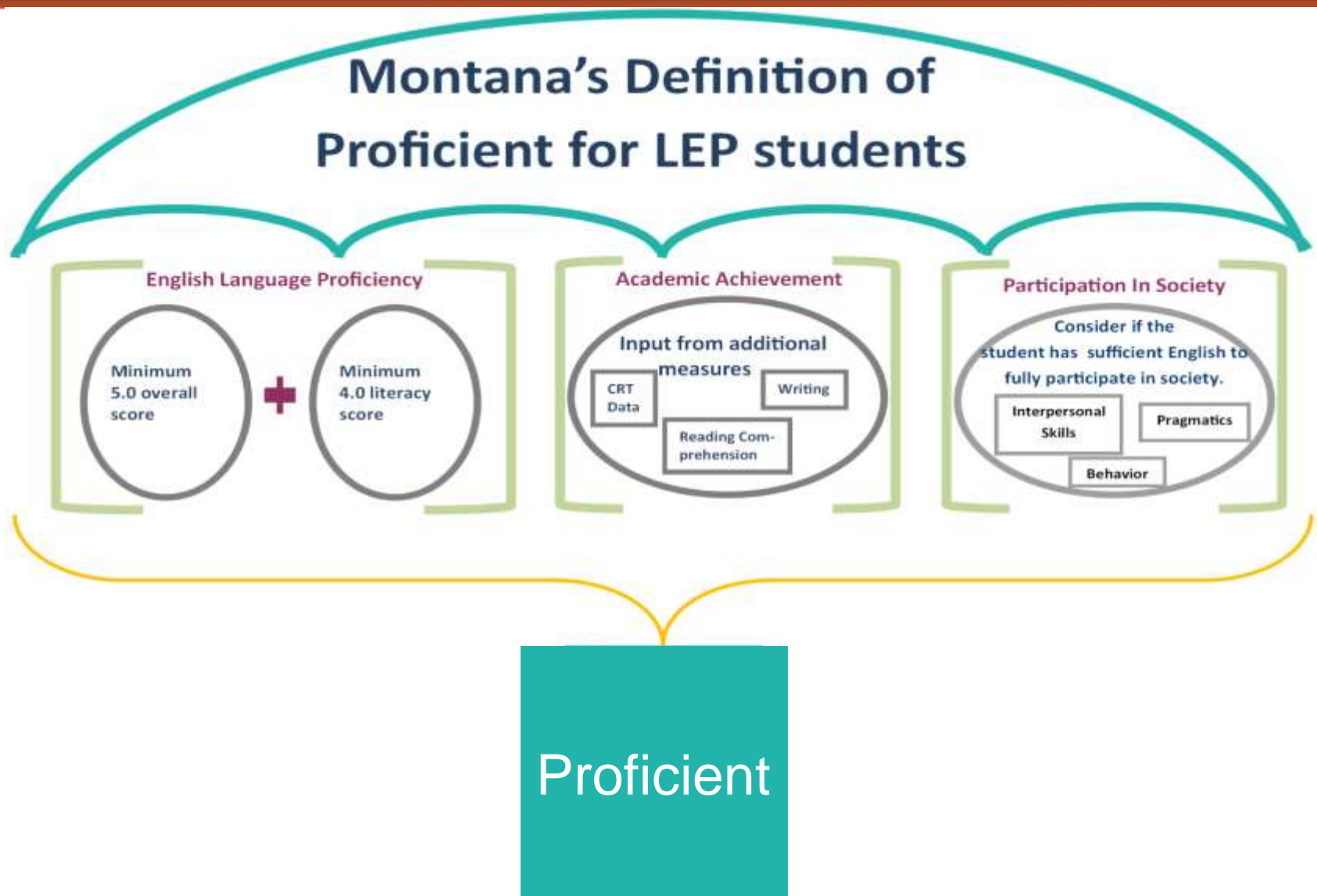Proficiency level – describes a student's performance in terms of the six WIDA English language proficiency levels

Composite proficiency levels (CPLs) - records a literacy, oral, and overall, weighted score for all the language domains

Grade-Specific Composite Proficiency Level Scores – is the CPL scores adjusted to the test taker's grade in recognition of the fact that the test is more difficult for test-takers in the early grades. Based on this reasoning, test-takers in the highest grade of the cluster do not receive any adjustment in their scores.
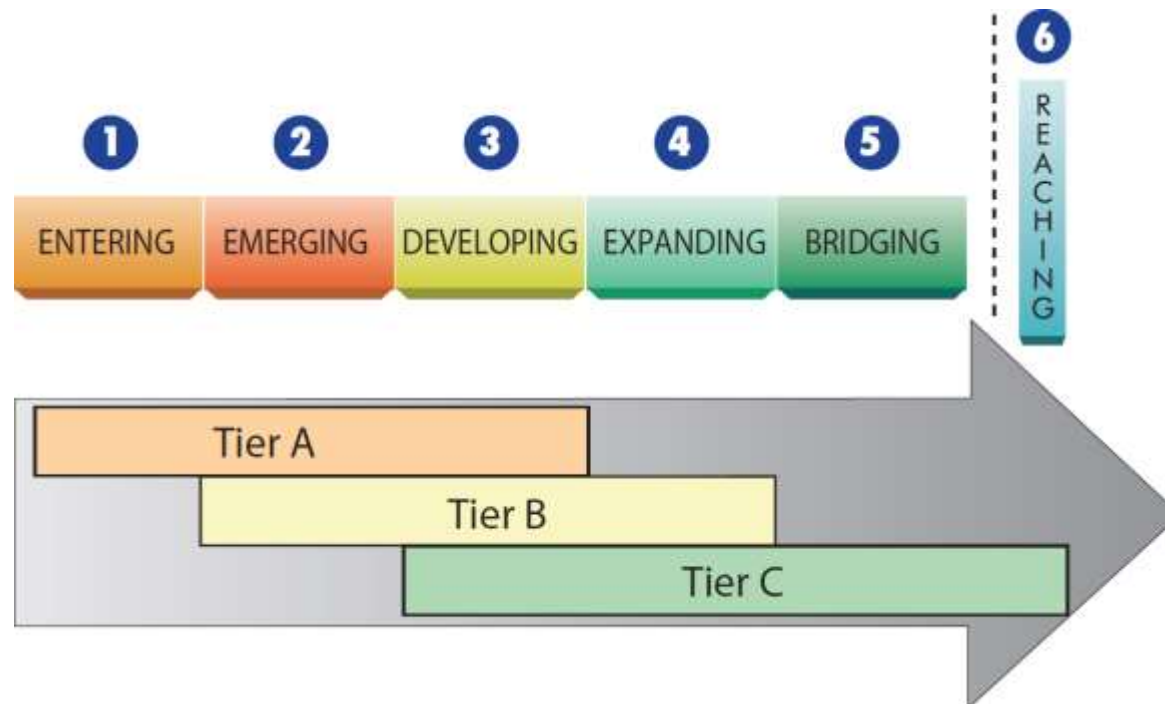
# Using W-APT Results to make placement/service decisions



Montana's Definition of Proficient for LEP students

**English Language Proficiency**
- Minimum 5.0 overall score
- ➕
- Minimum 4.0 literacy score

**Academic Achievement**
Input from additional measures
- CRT Data
- Writing
- Reading Comprehension

**Participation In Society**
Consider if the student has sufficient English to fully participate in society.
- Interpersonal Skills
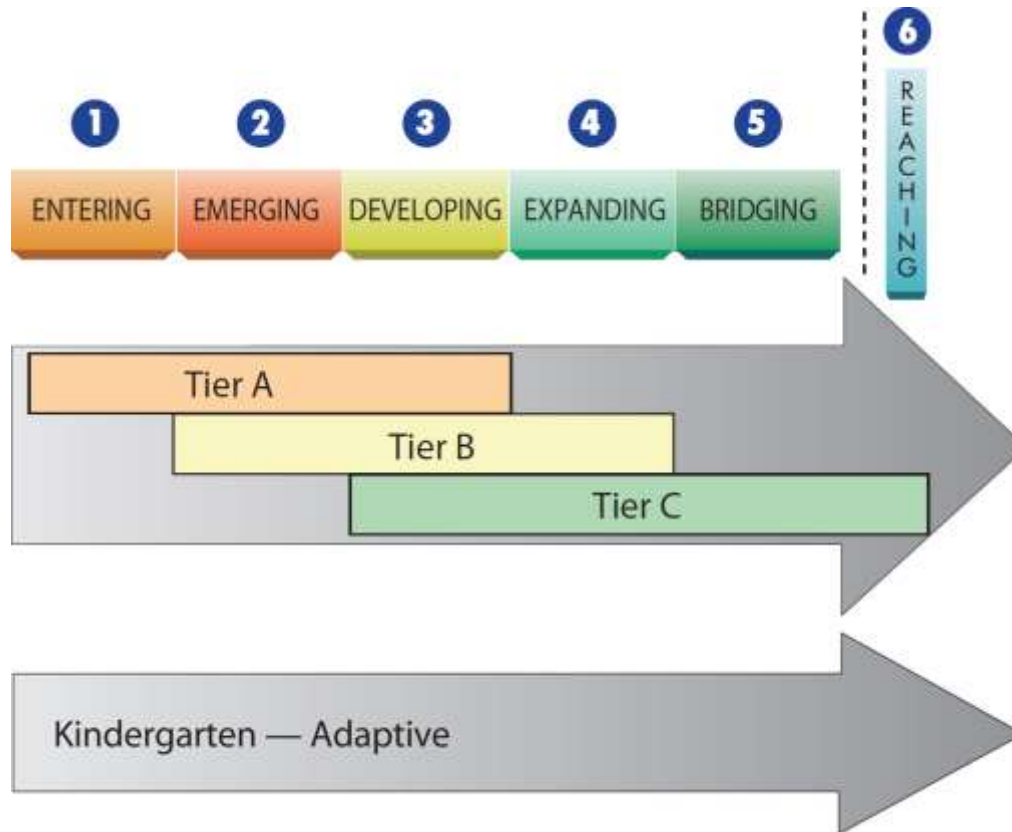- Pragmatics
- Behavior

Proficient

# Using W-APT Results to select a Tier for ACCESS for ELLs



Use the student's W-APT scores to determine which tier is the best fit for ACCESS for ELLs testing.

# Tier Structure of ACCESS for ELLs

# Questions or Comments?

For more information, please contact
the WIDA Client Services Center:
1-866-276-7735 or help@wida.us

World Class Instructional Design and Assessment, www.wida.us

Center for Applied Linguistics, www.cal.org

MetriTech, Inc., www.metritech.com

# Do you have ELP questions?

## For Instruction, Programming, and Title III questions:

- **Natalee Rowe**| Title III Indian Education Specialist | MONTANA OFFICE OF PUBLIC INSTRUCTION |nrowe@mt.gov |PH 406.444. 3482 | FAX 406.444.0743| P.O. BOX 202501 HELENA, MT 59620-2501|

## For ELP Assessment Questions:

- **Yvonne M. Field**| ASSESSMENT SPECIALIST | ASSESSMENT |MONTANA OFFICE OF PUBLIC INSTRUCTION |yfield@mt.gov |PH 406.444.0748 | FAX 406.444.0743| P.O. BOX 202501 HELENA, MT 59620-2501|

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